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ABSTRACT

Reviewed in this report is the second year of this project. The major proposal objectives, activities and accomplishments of the program are summarized. The third party evaluation presented provides: (1) an overview and impressions of the project's development, operation, and acceptance; (2) an assessment of the project's performance in meeting its stated objectives; (3) commendations; and (4) recommendations. Each of the specific proposal objectives are discussed in terms of the degree of success with which they were met. Plans for continuation and improvement activities are outlined. Tables showing contact, referral and placement activity, sample placement office forms, and a systems flow chart are included. A conclusion of the report is that this program has been successful in establishing a practical model for work-related student services. (Author/EB)

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YEAR-END REPORT

Exemplary Project

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Kenneth C. Jordan, Project Director

Lewiston School Department
36 Oak Street
Lewiston, Maine 04240

April 21, 1978

UD019232

YEAR-END REPORT

LEWISTON JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP

Conducted Under
Part D of Public Law 90-576

Kenneth C. Jordan, Project Director
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36 Oak Street
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April 21, 1978

TABLE OF CONTENTS

TITLE	PAGE
SUMMARY OF REPORT	1
A. Time Period Covered by Report	1
B. Goals and Objectives of the Project	1
C. Descriptions of the Project	2
D. Activities and Accomplishments	6
E. Evaluation	7
F. Conclusions	7
G. Statement of Foremat	9
BODY OF REPORT	10
Third Party Evaluation	11
Statement of Objectives	15
Activities and Accomplishments	28
LIST OF TABLES	
Table I: Contact, referral and placement activity (FY76-77)	37
Table II: Characterization of placements for FY76-77	38
Table III: Contact, referral and placement activity (FY75-76)	39
LIST OF EXHIBITS	
Exhibit I: Systems Flow Chart	27
Exhibit II: Administrative Flow Chart	4
Exhibit III: Job Performance Evaluation Form	40
Exhibit IV: Employer Mailing	42
Exhibit V: Sample Resume	43
Exhibit VI: Newspaper Publicity Article	45
Exhibit VII: Newspaper Publicity Article	46
Exhibit VIII: Newspaper Publicity Article	48
Exhibit IX: Newspaper Publicity Article	49
Exhibit X: Curriculum Report	53

SUMMARY

LEWISTON JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP PROJECT

A. Time Period Covered by Report

This report covers the time period July 1, 1976 to June 30, 1977.

B. Goals and Objectives of the Project

This project is designed to provide employment opportunities to Lewiston High School day students, Adult Education students and early school leavers. As much as possible, these employment opportunities match the interests and backgrounds of referred applicants. The job development and placement activities, accompanied by appropriate job counseling, creates a medium through which the learning environment is extended beyond the classroom. Project activities are geared toward preparing all interested students and school leavers with experiences that will facilitate their entry and advancement in the world of work. The proposed objectives for FY 1976-77 are detailed in the Third Party Evaluation enclosed in this report.

Follow-up activities are designed to monitor the job performance of placements, provide continuing contact with employers, and collect data on curriculum effectiveness. These activities are detailed in both the Third Party Evaluation and body of this report.

The overall objective of this project is to demonstrate a flexible model for other school systems to follow in establishing programs to help students find paying jobs which will increase their career awareness.

The cost effectiveness of such an effort has been demonstrated through the utilization of existing resources within the school system and within outside local and state agencies concerned with youth employment matters.

C. Description of the Project

The project has completed its second year of operation under a grant from Part D of Public Law 90-576. Basic work flow and recordkeeping procedures are adapted from those of the Maine Job Service. The interrelationship of these and others activities is represented by Exhibit I of this report. An administrative flow chart of the project's principal components is shown in Exhibit II of this report.

The Lewiston Job Development, Placement and Follow-Up project is under the direct supervision of Kenneth C. Jordan, Assistant to the Superintendent-Vocational Education. He supervises the project coordinator, and his office maintains all budget money and bookkeeping for auditing purposes. All local and state reporting is transmitted through the Vocational Director's office.

The project coordinator is directly responsible for the implementation of all project activities, the supervision of project staff, coordination of liaison personnel housed in the project office area, and the maintenance of all other project records. The project coordinator is funded through the operational grant.

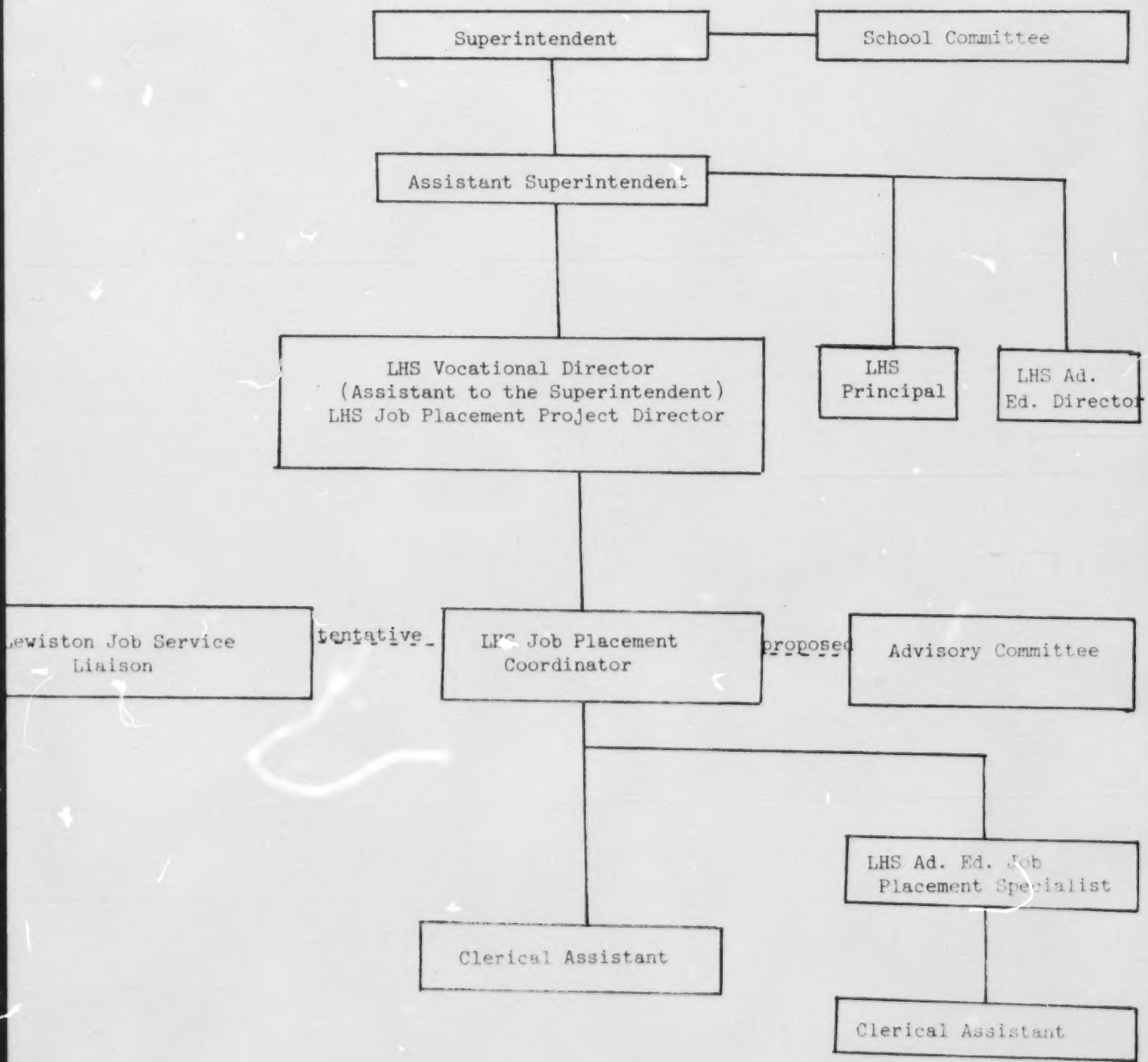
The project clerical duties are assumed by a person funded through the operational grant. This person also shares in the interviewing, job opportunity development, referral, follow-up and publicity activities of the project.

Title VI personnel for the new Lewiston High School Adult Education Job Placement Program are housed in the project's office area and share resources and functions of mutual concern.

EXHIBIT II 4.

ADMINISTRATIVE FLOW CHART

Lewiston Job Development, Placement and Follow-Up



The Lewiston Modular Curriculum Development Program provides planning assistance and resources in the reproduction of student learning activity packages on various aspects of job acquisition and job retention skills.

The project's curriculum efforts are supplementary to existing curricula. In addition to conducting seminar discussions and other activities for students who would otherwise remain unexposed to career awareness endeavors, currently existing career education programs are offered whatever assistance their supervisors feel would be helpful.

The Job Placement office orients the student populations served and registers all students interested in the program's services. The office staff initiates and maintains contact with employers to assess local employment needs, develops job opportunities, refers qualified applicants, conducts follow-up activities, provides work-related counseling both in the classroom and on an individual basis and generally promotes school system, community, and statewide awareness of program activities.

The project remains flexible in its approach to meeting the employment needs of students. Appropriate individual and group counseling is directed toward improving students' job entry and job retention skills. Students' entry to the world of work is facilitated, but students are always encouraged to accomplish whatever they can on their own. Students are screened according to interests and backgrounds. Referrals are made at an appropriate ratio of three applicants for every one job opening. This ratio ensures that competition will still be a factor for applicants, while the bulk of preliminary screening is done for the employer.

The ultimate design of the program is to focus a strong committment by the Lewiston School System to meet the employment needs of its students and the local community. Cooperation from school administrators, faculty, students, businesses, state agencies and citizens is solicited. All activities are designed with the purpose of encouraging cooperating parties to adopt the philosophy and techniques of secondary school-based job placement services for students.

D. Activities and Accomplishments

The following areas will be addressed more comprehensively in both the Third Party Evaluation and body of this report:

1. Development and placement activity.
2. Job performance evaluation after placement.
3. Follow-up of graduates.
4. Contact with employers.
5. Feedback from employers and students on total Lewiston High School instructional program.
6. Identification and contact with early school leavers.
7. Program exposure to Adult Education students.
8. Relationship with the Lewiston Job Service and other state and local agencies.
9. Contact with apprenticeship programs.
10. Development and use of flexible career education units to be presented in group seminars.
11. Development of a means of gathering comprehensive pre-employment evaluations on all program enrollees.
12. Publishing and dissemination of a secondary school job development and placement guide for working with the Maine Job Service.
13. Local business survey.
14. Advisory Committee.
15. Resume service for students.
16. Workshops.
17. Freshman curriculum project.
18. Tri-County Title I Advisory Committee.
19. Technical assistance to other school systems.

E. Evaluation

A Third Party Evaluation of this project was conducted by Mr. George A. Normand, Coordinator of Rehabilitation and Social Services, Pathways, Inc., Lewiston, Maine, during July, 1977. The evaluation report is included in the following section of this report.

F. Conclusions

During the past two years, the Lewiston High School Job Development, Placement and Follow-Up Program has been successful in establishing a practical model for work-related student services. The project has maintained the profile of a supportive resource, while continuing to stress the idea that a secondary school based job placement service for students provides: (1) a vehicle for career exploration and experiential learning that can only be supported, but not completed, in the classroom; (2) greater educational involvement of local employers and the community at large by providing paying work sites, their own training programs, realistic counseling and feedback on curriculum effectiveness; (3) an effective line of communication for student referrals to local, county and state agencies that deal in work related youth services; (4) a logical conclusion of skills training for those who wish to directly enter the world of work upon graduation; (5) economic benefit which is frequently a necessity for area students; (6) an attractive incentive for potential dropouts to stay in school; (7) a vital link to students who have already left school (both dropouts and graduates); and (8) central coordination for all related activities.

School system interest and support has been steadily growing. Administrators, guidance personnel and faculty have become very comfortable with referring students to the Job Placement Office for job opportunities and employment counseling. The project staff has frequently been invited to participate in career education curriculum activities.

In its final year of funding under Part D of Public Law 90-576, the project is now facing the task toward which it has been continually directing its efforts -- effecting the adoption of job development, placement and follow-up activities according to the following order of priorities:

1) Adoption of the total project.

2) Adoption of the total project philosophy and techniques, utilizing existing school system staff, other than project staff.

3) Adoption and coordination of a significant portion of project activities by providing a workable formula for the rearrangement of some administrative, departmental and faculty priorities.

The present LHS Job Placement Coordinator has accepted the position of Guidance Counselor in the Lewiston High School Guidance Department beginning September 1, 1977. This in itself represents an acceptance of Job Placement philosophy, and it should be regarded as an encouraging sign for the future of program activities as a function of guidance and counseling services to students. The position of Job Placement Coordinator will be filled by an individual who is knowledgeable in the field of

placement services for students, and the former Job Placement Coordinator will remain active in the support of program activities.

G. Statement of Foremat

The remainder of this report will be prefaced by the complete text of the Third Party Evaluation. This will be followed by a description of activities and accomplishments in answer to all issues addressed by the evaluator.

BODY OF REPORT

(Including Third Party Evaluation)

LEWISTON EXEMPLARY PROGRAMS IN VOCATIONAL EDUCATION

Comprehensive Evaluation - Part II - July, 1977

Lewiston School Department

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Lewiston Job Development, Placement and Follow-Up Program

Kenneth C. Jordan, Assistant to the Superintendent -
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Third Party Evaluation: Exemplary Programs

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TABLE OF CONTENTS

	Page
Introduction	13
I. Overview and Impressions	14
II. Objectives	15
A. Statement of Objectives	15
B. Discussion on Attainment of Objectives	16
III. Commendations	22
IV. Recommendations	23
Appendix I: Systems Flow Chart	27

INTRODUCTION

The Lewiston High School's Exemplary Program entitled Job Development, Placement and Follow-Up, conducted under Part D of Public Law 90-576, has completed its second year of a three year sequence. The purpose and scope of this Third Party Evaluation is to assess overall project activities, administrative systems, and level of attainment of stated objectives. The evaluation will be presented in the following format: 1) an overview and impressions of the project's development, operation, and acceptance; 2) an assessment of the project's performance in meeting its stated objectives; 3) commendations; and 4) recommendations.

Statistical data, impressions, and conclusions presented in this evaluation are based on material provided by the project coordinator and information gathered during an on site visit to the project, Friday, July 29, 1977. The on site visit evaluation process consisted of: (a) interviewing the project coordinator, Mr. James Larouche; (b) reviewing primary project data utilizing a systems flow approach; and (c) interviewing school system and Lewiston Job Service administrative personnel.

I. Overview and Impressions

Project staff have developed and are currently utilizing administrative procedures which effectively facilitate the incoming referral and registration of students, the tracking of students' status within the job placement process, the development and recording of job openings, the referral of students to jobs or appropriate youth service agencies and the evaluation of job performance. Public relations have been promoted through the local newspaper in order to provide the project good visibility to the community.

Resources that assist students in job development and placement have been identified and working relationships have been established. Career Education units have been developed and are being used (a resume service to assist students in writing an effective resume). The project coordinator has been involved in formulating and conducting workshops to promote job placement activities and has acted as a technical consultant to other schools considering the establishment of a job development program. A curriculum project involving occupational exploration for freshmen was conducted. Project staff also conducted group discussions with students on job acquisition and job retention skills.

Interviews with staff from school administration, guidance and the Lewiston Job Service indicated that the project staff have effectively established formal and informal relationships which have facilitated and promoted employment of students. The project is viewed as a service to students which is well utilized and accepted by both students and faculty. It was generally felt that the program was valuable and should

be continued as it provided a concrete service to students which had beneficial side effects (eg. providing "reality based" experiences which, in some cases, improved motivation toward continuation in school).

II. Objectives

A. Statement of Objectives: Specific Proposal Objectives for the Lewiston High School Job Development, Placement and Follow-Up Project (FY 1976-1977)

To expand and refine the following:

* Development and placement activity
* Job performance evaluation after placement
* Follow-up of graduates
* Contact with employers
* Feedback from employers and students on total Lewiston High School instructional program
* Identification of and contact with early school leavers
* Program exposure to Adult Education students
* Relationship with Maine Employment Security Commission and other state and local agencies
* Contact with apprenticeship programs.

To develop and implement flexible career education units to be presented in group seminars.

To develop a means of gathering comprehensive pre-employment evaluations on all program enrollees.

To publish and disseminate a secondary school job development and placement guide for working with the Maine Employment Security Commission.

To conduct a local business survey, during August and September, 1976, to determine employment trends for the upcoming academic year.

To establish an advisory committee consisting of faculty, students, local businessmen, and responsible citizens.

B. Discussion on Attainment of Objectives

Objective #1: To expand and refine development and placement activity.

During the second year of this job placement project, the project staff have continued to expand the development and placement activities of the project. The number of contacts made with students increased from 936 for FY 75-76 to 1,143 contacts for FY 76-77. This activity reflects a 22% increase in the project's volume of students contacted. Referral of students made to employers increased from 348 for FY 75-76 to 1,014 for the current year FY 76-77. This reflects an increase of 191%. Placement activity for the project has also increased from 179 for FY 75-76 to 374 for FY 76-77, an increase of 109%. In the area of job development, the project increased the number of jobs developed from 269 in FY 75-76 to 477 for FY 76-77. This reflects an increase of 77%. The above figures attest to a substantial increase in job development and placement activities. Significant increases

occurred in referral and placement activities which would suggest that the project has become more efficient and its administrative systems have become more refined.

Objective #2: To expand and refine job performance evaluation after placement.

Job performance evaluations were utilized by the project and 296 responses have been received to date. This reflects a 79% response to the follow-up effort. The information gathered from these evaluations was utilized in identifying and making attempts to remedy difficulties which students might be having on the job. At this time, the information gathered from follow ups has not been collated and used to identify trends or general strengths and weaknesses of students.

Objective #3: To expand and refine follow-up of graduates.

Follow-up of graduates has not been done at this time. Although the project coordinator is committed to completing this objective, no follow-up instrument has yet been developed.

Objective #4: To expand and refine contact with employers.

Statistical data presented indicates project staff maintained a high level of contacts with the employers.

Objective #5: To expand and refine feedback from employers and students on total Lewiston High School instructional program.

This objective has been partially achieved. Feedback has been obtained from employers through attainment of Objective #2. As was indicated in the review of Objective #3, students have, to date, not been followed up in a formal fashion.

Objective #6: To expand and refine identification of and contact with early school leavers.

Relationships which the project staff have developed with guidance and other departments within the school system have facilitated the identification and subsequent contact with early school leavers. The level of contact with dropouts has increased from 59 for FY 75-76 to 67 for FY 76-77. This is a ~~24%~~ 15.3% increase. Referral of dropouts to employers increased from 39 during FY 75-76 to 63 in FY 76-77. A 62% increase. Placement activity of dropouts decreased from 23 for FY 75-76 to 14 for FY 76-77. This reflects a 39% decrease in placement activity of dropouts. Although placement activity dropped for the current fiscal year, the stated objective of identification and contact with early school leavers was achieved and suggests that increased attention has been placed on the stated objective. It is also understood that a number of dropout referrals were made to the Androscoggin Comprehensive Training Program (ACTP) for which no direct referral and placement credit was taken by the project.

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Objective #7: To expand and refine program exposure to Adult Education students.

Project staff have worked towards providing better program exposure to adult education students. Statistical data indicate that contacts with adult education students have increased from 61 during FY 75-76 to 79 for FY 76-77; a 30% increase. However, the increase in contacts has not had a corresponding increase in referrals for placement. Referrals have decreased from 34 during FY 75-76 to 22 for FY 76-77; a 35% decrease. Placements declined from 15 for FY 75-76 to 9 for FY 76-77; a 40% decrease. Therefore, the increase in level of contacts with adult education students certainly indicates increase in activity, while actual referral and placements have declined, suggesting some difficulty in processing such students. It is felt that this difficulty was recognized by the project coordinator and steps are currently being taken to remedy the problem. As of the writing of this evaluation, the project has been granted a CETA Title VI position for a full-time adult education job placement specialist and clerical person.

Objective #8: To expand and refine relationship with Maine Employment Security Commission and other state and local agencies.

The project has been very successful in continuing and improving its relationship with the Lewiston Job Service and has also developed relationships with other agencies which can act as

resources to students. A prime example of this excellent relationship with the Job Service is the manpower specialist who was assigned to work at the project office. Although this position has been dropped by the Lewiston Job Service due to reduced staffing patterns in their office, an interview with a member of the job service administrative staff indicated a high interest in re-establishing this position as soon as staffing patterns at the Lewiston Job Service Office improve. It is also clear that the Job Service views its relationship with the project as being mutually beneficial to both parties. It is felt that substantial effort has been placed on the development of and utilization of referral resources which could benefit students.

Objective #9: To expand and refine contact with apprenticeship programs.

Contact with the apprenticeship programs has been established and appropriate materials are available to interested students.

Objective #10: To develop and implement flexible career education units to be presented in group seminars.

The project has adopted career education units developed by the Lewiston Modular Curriculum Program. These units have been utilized in developing a resume service to assist students in preparing for job interviews. The project also maintains a file

of student resumes so as to have these available for potential employers. Mock interviews and related group discussions on job acquisition and job retention skills were also conducted utilizing career education units.

Objective #11: To develop a means of gathering comprehensive pre-employment evaluations on all program enrollees.

The development of a comprehensive pre-employment evaluation on all program enrollees was not conducted. Lack of financial resources and available staff time appear to be the reason for non attainment of this objective.

Objective #12: To publish and disseminate a secondary school job development and placement guide for working with the Maine Employment Security Commission.

The proposed secondary school job development and placement guide for working with the Maine Job Service has not yet been completed. Project staff are committed to its completion.

Objective #13: To conduct a local business survey, during August and September, 1976, to determine employment trends for the upcoming academic year.

A local survey of businesses to have been conducted during August and September of 1976 to determine employment trends for the upcoming academic year was not conducted. The needed information was secured through the Lewiston Job Service and labor area surveys provided by the research division of the Maine Department

of Manpower Affairs. A mass mailing to area employers was conducted utilizing the bulk mailing privileges of the Lewiston Job Service. It is felt that this was an appropriate utilization of these services and avoided a duplication of effort.

Objective #14: To establish an advisory committee consisting of faculty, students, local businessmen, and responsible citizens.

An advisory committee made up of faculty, students, local businessmen, and responsible citizens was not established. Organization of an advisory committee is targeted for FY 1977-78.

III. Commendations

1. Project staff have developed, utilized, and are continually upgrading the quality and effectiveness of administrative systems which improve job placement services to students. This is reflected by both the system which has evolved and by the attitude of the project coordinator. At the request of this evaluator, the project coordinator formulated a systems flow chart. This chart clearly depicts the interrelationships of project components. (See Exhibit I of this evaluation.)

2. A committment on the part of project staff to meeting the job placement needs of students. This is clearly reflected by the ancillary program activities which were conducted during the past year. Because of this committment, a number

of areas, such as the resume service for students and the occupational exploration for freshmen, have been identified as viable tools in the job placement process.

3. The quality of working relationships established by the project staff with administration, faculty, the Lewiston Job Service, and other resource agencies is excellent. Such quality working relationships have lent themselves to better placement services to students.

4. Project staff have produced a substantial volume of work given the available staffing pattern. This is clearly reflected in the objective statistics which are reported. Close scrutiny also indicates that project staff have provided various ancillary job placement services which were never formally recorded. This further substantiates a genuine interest and assiduous effort on the part of the project staff.

IV. Recommendations

1. The current project coordinator, Mr. James Larouche, has accepted a position within the Guidance Department at Lewiston High School for the upcoming school year. It is felt that Mr. Larouche has acquired valuable experience and expertise in the field of job development and job

placement. It is suggested that an ongoing formal consultation and liaison relationship between Mr. Larouche as a representative from guidance and the new project coordinator be established.

2. The project has stimulated a large volume of information and statistical data. Standardizing the method of compiling and reporting such statistical data and information would be very helpful in monitoring and evaluating the project on a continuous basis. It would also establish base-line* data from which future performance objectives could be based.

3. In interviewing the project coordinator, it was clear that many students were referred to services which could better meet their job placement needs. These referrals naturally reduced the quantity of placements which were available to the project. It is felt that referrals should be recorded and listed in statistical data since a referral to an appropriate service agency can be the best job placement service offered by the project to students with special needs.

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* Base-line: the mean average figure for an initial evaluation of performance. (eg. the first year placement figure for the project was 179. The second year placement figure for the project was 374. Therefore, 2, the number of years the project has been in operation, divided into 553, the total number of persons placed, would equal the base-line figure, 276.)

4. Objective #3, the follow-up on graduates, should be conducted. It is felt that the information gathered from the follow-up of graduates and from the job performance evaluations which are conducted could provide valuable information in assessing student needs and providing direction for program changes in the future. In the development of the student follow-up and any future revision of the job evaluation form, faculty from other departments and members of the guidance department should be involved in order to develop documents which stimulate information which might be used throughout the school. Therefore, results from follow-ups should be collated and disseminated throughout the school in order to identify program strengths and weaknesses in the various departments.

5. A formal procedure should be established to insure the referral of potential dropouts to the job placement project.

6. Funding should be sought to provide a comprehensive pre-employment evaluation program for students. Such a system could be developed internally within the school system and/or external resources could be utilized. If the evaluation process were to begin in

the ninth or tenth grade, vocational assets and liabilities could be identified at a time when remedial services could be provided. Vocationally oriented evaluations would also improve the appropriateness of career areas being investigated by students.

7. That Objective #12, the publishing and dissemination of a secondary school job development and placement guide for working with the Maine Employment Security Commission be completed. It is felt that this guide would provide valuable information to other school systems seeking to establish similar job placement services for students. It is also felt that a greater committment by state youth service agencies would evolve.

8. That Objective #14, the establishment of an advisory committee consisting of faculty, students, local businessmen, and responsible citizens be completed. Such a committee could provide valuable support to the project. Such a committee could be utilized in the development of a graduate follow-up or revision of the job performance evaluation survey in order to make such tools usable instruments in identifying student needs.

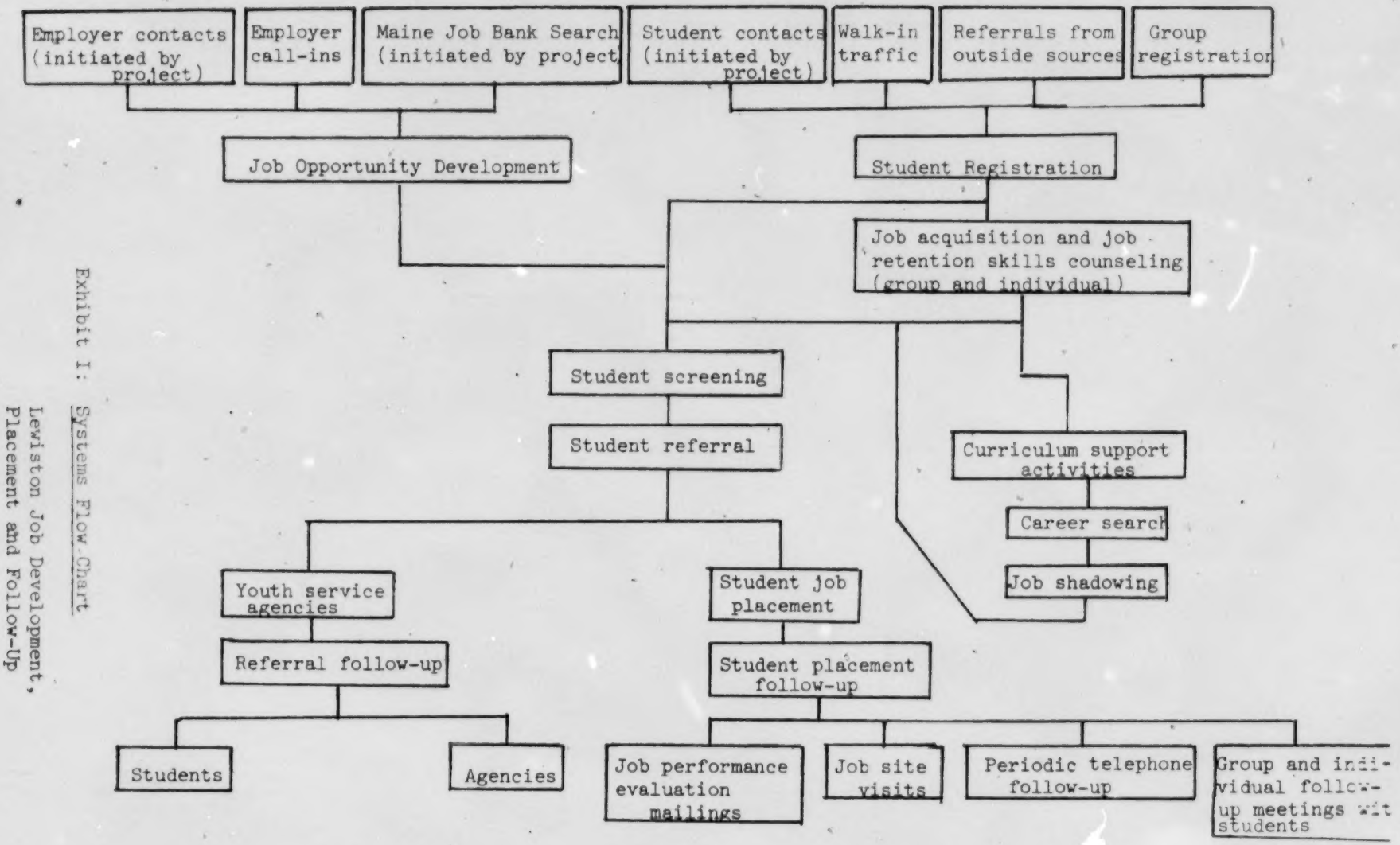

Exhibit I: Systems Flow Chart

Lewiston Job Development, Placement and Follow-Up

Dissemination activities with other school systems and state agencies are conducted concurrently with project systems flow.

Activities and Accomplishments

The following will deal with each of the specific proposal objectives for FY 1976-1977 in terms of the degree of success with which they were met. Plans for continuation and improvement of activities will be discussed and other self-evaluative comments will be made.

Specific Objectives

To expand and refine the following:

* Development and placement activity: Table I and Table II of this report give a detailed breakdown of all program contact, referral, and placement activities for FY 76-77. In comparison with the reported contact, referral and placement activity report for FY 75-76, Table III, it can be noted that a significant expansion of activity took place during FY 76-77. In addition, the program developed a total of four hundred seventy-seven (477) job opportunities during FY 76-77 as compared to a total of two hundred sixty-nine (269) job opportunities developed during FY 75-76.

* Job performance evaluation after placement: To date, a total of two hundred ninety-six (296) placement follow-ups have been completed by return mailings of a Job Performance Evaluation Form (Exhibit III). These evaluations provide useful information on how the placement was doing, how the employer viewed the students' skills preparation and indications from employers of willingness to support career education curriculum activities in the community. Students were purposely made aware that such evaluations occurred, and it often served as additional motivation to perform well on

the job. Any indications of problems were immediately followed up. Frequent periodic telephone contact and less frequent job site visits were also used as a means of monitoring student-employees' job experiences. Most employers responded favorably to the project's expressions of interest, whereas project staff were always sensitive to employers viewing too frequent follow-up contacts as harrassment. Expanded use of such follow-ups will be attempted to identify trends for curriculum feedback.

* Follow-up of graduates: The project did not succeed in its attempts to coordinate a complete follow-up of graduates in conjunction with the guidance department. Discussions on the subject became overly involved with the logistics of the activity and the designing of the follow-up survey questionnaire. Interest in the joint endeavor still remains moderately high. The project will again attempt to implement a follow-up on the Lewiston High School Class of 1978.

* Contact with employers: Previously reported data give clear indication that contact with employers was maintained at a high level.

* Feedback from employers and students on total Lewiston High School instructional program: Previously reported data indicate that this was done to a certain degree, but no formal reporting to the school system was carried out. It is the opinion of the project that greater emphasis must be placed on the tabluation of this information during the next funding period.

* Identification and contact with early school leavers: The project increased its efforts to contact dropouts during the past funding period. The guidance department dropout listings were always available to the project coordinator, the Lewiston Job Service would readily report any contact with students who were obviously seeking full-time employment during school hours, and it was found that dropouts were becoming increasingly aware of project activities and would often initiate contact themselves. Actual placement of dropouts remained a difficult problem. Close coordination with the guidance department was maintained and the project was entrusted with a significant number of referrals for employment counseling. It is the opinion of the project coordinator that efforts should be intensified to gain greater acceptance of dropouts among employers and that the project should act as a catalyst to focus a system-wide committment to better prepare this type of student on work attitudes. The project made a significant number of dropout referrals to the Androscoggin Comprehensive Training Program and other local youth service agencies.

* Program exposure to Adult Education students: The program expanded its active file from sixty-one (61) contacts (FY 75-76) to seventy-nine (79) contacts (FY 76-77). The program coordinator did maintain infrequent office hours during evening sessions, particularly when a job opportunity arose that could not be filled by a currently active Adult Education student. Other Adult Education contacts were effected by the following:

1. Follow-up of students who left day school to enter Adult Education classes.
2. Adult Education students visiting the program office during the day.

3. Referrals of Adult Education students from the Lewiston Job Service.

4. Referrals from administrators, guidance counselors and teachers.

A breakdown of all contact, referral and placement activity is detailed in Table I and Table II.

Program staff found it virtually impossible to adequately serve the entire Adult Education enrollment. The demands of daytime activities became overwhelming at times and the ratio of productivity for daytime activities far outweighed that of evening activities. To this end, the program coordinator has written a CETA Title VI proposal for a full-time Adult Education job placement specialist and clerical person. The proposal was transmitted by the school system with the endorsement of the Adult Education Director. The Title VI grant has been awarded and staff are being hired. These additional personnel will be trained by the Lewiston Job Service and the program staff, and they will be housed in the program office. They will maintain office hours throughout all evening class sessions, the balance of office hours being conducted during selected weekdays. They will work in close coordination with the Lewiston High School Job Placement Office, and tentative plans are being made to offer pilot job acquisition and job retention skills seminars on an elective, non-credit basis.

* Relationship with the Lewiston Job Service and other state and local agencies: During FY 76-77, the Lewiston Job Service contributed one staff member, a Manpower Specialist II, to work as a liaison and active member of the program staff for at least five (5) hours per school

day. This person was instrumental in maintaining all office records which contributed to the utilization of the Maine Job Bank Computer for retrieval of information. Because this person also worked creatively and diligently with students, the program's scope of activity and achievement was virtually doubled over the previous year. The Lewiston Job Service also contributed bulk mailing privileges, increased its student job opportunity development support and made numerous referrals to the program. The Assistant Manager of the Lewiston Job Service has begun to accompany the program coordinator to make presentations at Job Placement workshops held at various sites in the state for secondary school and youth service agency representatives.

Expanded cooperative efforts were undertaken with the Androscoggin Comprehensive Training Program (ACTP) in the following areas:

1. Mutual assistance in job site development.
2. Management of the ACTP In-School Program (part-time jobs for disadvantaged youth, including one (1) Special Education student.).
3. Program referrals to the ACTP.
4. Dissemination of ACTP information (particularly for the Summer Program for Economically Disadvantaged Youth (S.P.E.D.Y.).
5. Mutual planning for the design of future youth programs.

Close contact through referral activity has been maintained with the Maine Department of Human Services, Work Incentive Program (W.I.N. Div. of M.E.S.C.), Auburn Y.W.C.A. Intervention Program, Maine State Office of Probation and Parole (Androscoggin County), Lewiston Police Department Youth Bureau, St. Andre's Home (Lewiston), Medical Explorers (C.M.G.H.),

Upward Bound, Maine Talent Search, and Pathways, Inc. The program conducted a workshop at Lewiston High School on February 5, 1977. Each of the above agencies were invited to make presentations during the workshop, and the resulting discussions proved to be a significant opening of communication between school system representatives and agencies - in some cases, among agencies themselves.

* Contact with apprenticeship programs: Contact has been made with several apprenticeship programs in Maine and elsewhere. Whenever application materials have been received, they are posted outside the program office or given directly to trades and industries instructors. It is realized that this activity often represents a duplication of effort with the guidance department, but it is felt that this increased dissemination of information to be worthwhile. Late in the year, the program made contact with the Maine Apprenticeship Council in Augusta. This source of information will prove useful in future activities.

* To develop and implement flexible career education units to be presented in group seminars: The Lewiston Modular Curriculum Development Program produced a great variety of learning activity packages on career education matters. It was therefore unnecessary to initiate the production of such units through the Job Placement Office. As a result, the Job Placement Office purchased production supplies to print existing units. These units were used to help students develop resumes, prepare for job

interviews and conduct mock job interviews. The program coordinator also participated in the making of five (5) video-taped mock interv ews with Cooperative Education students. These materials were utilized for career education classroom activities conducted by the program coordinator at the invitation of faculty.

* To develop a means of gathering comprehensive pre-employment evaluations on all program enrollees: This was not done systematically as originally proposed. Faculty and guidance staff were still consulted and previous employment experience monitored by the program was considered. A comprehensive means of pre-employment evaluation still remains an unsolved issue for the program. Establishment and maintenance of a system such as the Singer Vocational Evaluative System or the Jewish Employment Vocational Service (JEVS) would be too expensive and would require additional staff. Present methods are subjective and incomplete. The proposed method for FY 76-77 would have likewise been too subjective and time consuming. The use of interest inventories was considered, but ruled out because of excessive cost in money and time; and the use of such instruments has statistical validity for counseling and career exploration, not placement determinations.

* To publish and disseminate a secondary school job development and placement guide for working with the Maine Job Service: Preliminary work has been done on this guide book, but a final draft has not been completed. Revised plans call for the final draft to be completed during FY 77-78.

* To conduct a local business survey during August and September, 1976, to determine employment trends for the upcoming academic year: This was not done because the program secured contact information from the Lewiston Job Service for all area employers with fifteen (15) or more employees, and predictive Labor Area Surveys from the Manpower Research Division, Maine Department of Manpower Affairs. Instead, a mass mailing to area employers (Exhibit IV) was conducted with the aid of Lewiston Job Service bulk mailing window envelopes.

* To establish an advisory committee consisting of faculty, students, local businessmen and responsible citizens: A formal advisory committee was not established. Consultations were periodically sought with representatives of the above groups, but final priority determinations of program activities were made by the program coordinator. An advisory committee is still considered to be a meaningful endeavor, and the program coordinator feels that failure to meet certain proposed objectives of FY 76-77 is a direct result of not forming an advisory committee. This objective will be realized in FY 77-78.

* Other program activities not originally proposed for FY 76-77:

1. Resume service for students: The learning activity package, Your Resume, developed by Donald C. Cannan, LHS Cooperative Education Coordinator, and produced by the LHS Modular Curriculum Development Program, was presented to students as individual homework assignments during office counseling sessions and classroom groups. Once students composed their

personal resumes, the resumes were reproduced in multiple copies. On March 7, 1977, a proposal was submitted and awarded for an Exemplary Program Grant to develop resumes for the entire LHS Class of 1978. Resumes were composed as a curriculum exercise in the English classes of all Class of 1978 students. This proposal contains a provision for photographic apparati, which will allow the reproduction of photographs on the final resume copies. A sample of such a resume is depicted in Exhibit V.

2. Workshops: The program coordinator organized a workshop on job preparation and job placement for Androscoggin County high schools (Lewiston High School) on February 5, 1977. The program coordinator also helped to organize a similar workshop for York County high schools (St. Francis College - Biddeford) on December 7, 1976. The program coordinator made workshop presentations at the following other workshops:

a) April 1 & 2, 1977 - workshop of teachers of programs for the disadvantaged and handicapped students (H.O.M.E., Inc.- Orland, Maine)

b) May 18, 1977 - Kennebec County workshop on Job Development, Placement and Follow-Up (Capital Area Regional Vocational Center-Augusta)

c) May 26, 1977 - Exemplary programs workshop for Southern Aroostook Vocational Education - S.A.V.E. (Ricker College - Houlton.)

Table I. Contact[1], referral and placement activity for FY 76-77

	Contacts[1]			Referrals[2]			Placements		
	M[3]	F[4]	T[5]	M[3]	F[4]	T[5]	M[3]	F[4]	T[5]
L.H.S. Day School	585	669	1254	403	476	879	148	182	330
Adult Education[6]	28	51	79	7	15	22	2	7	9
Dropouts[7]	43	24	67	45	18	63	12	2	14
Others[8]	51	22	73	32	18	50	9	12	21
TOTALS	707	766	1473	487	527	1014	171	203	374

1. Contacts constitute the completion of registration, and it often signifies a number of visits to the office, telephone communication and other related services. Many of these contacts are not registered with the Maine Job Bank Computer until referral activity results.

2. Referrals often include one individual who is sent to a number of job opportunities during the year. This table only accounts for direct referrals to job opportunities. Reporting of direct referrals and placements by other youth service agencies is not duplicated by this project.

3. M = Male 4. F = Female 5. T = Total

6. Adult Education signifies a carry over of contacts from FY 75-76 through FY 76-77. Only placements for FY 76-77 were reported, however.

7. Dropouts statistics were reported the same as those for Adult Education.

8. Others represents students from other area schools and adults not having affiliation with any area school.

NOTE: Breakdown of statistics for the categories: Adult Education, Dropouts and Others was done by inspection of LHS Placement records.

37.

Table II. Characterization of placements for FY 76-77 (374 total direct placements)

	Temporary[1]	Permanent Part-Time	Permanent Full-time	Placements Currently Workin 6-24-77
L.H.S. Day Students				
Seniors	35	63	23	38
Juniors	49	61	2	79
Sophomores[2]	22	29	3	18
Freshmen[2]	30	17	1	12
Adult Education	0	6	3	9
Dropouts	1	7	6	8
Others	3	10	3	16
TOTALS	140	193	41	180

1. Temporary includes seasonal employment, as well as other types of short-term employment.

2. Sophomore and Freshmen placements were generally characterized as students who were at least 16 years old, or 15 years old with a work permit.

NOTE: It is suspected that a number of placements in the upper classes have recently resulted in permanent full-time employment, at least for the summer months. A more accurate determination can be made within three months. A number of this year's senior class were placed as juniors. These individuals were not included in this year's activity unless they changed jobs as a direct result of program assistance during FY 76-77.

38.

Table III. Contact[1], referral and placement activity (FY 75-76)

	Contacts[1]	Referrals	Temporary[2]	Placements		
				Permanent Part-time	Permanent Full-time	Total
Day School	806	272	37	80	23	140
Adult Education	61	34	1	10	4	15
Dropouts	58	39	6	13	4	23
Other[3]	11	3	0	0	1	1
Totals	936	348	44	103	32	179

1. Contacts constitute the completion of a McBee registration card. "Contact" with a registrant often signifies several visits to the Job Placement Office.

2. Temporary includes seasonal employment as well as other types of short-term employment.

3. Other includes any registrants who do not belong to any of the three student groups served.

EXHIBIT III

JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP
LEWISTON HIGH SCHOOL
156 East Avenue
Lewiston, Maine 04240
784-2371 Ext. 62

JOB PERFORMANCE EVALUATION FORM

Dear Employer: _____

_____

Please check the appropriate items for _____

Employed from _____ to _____

All information on this form will be held in strict confidence. We encourage you to be candid. Your frank opinions will help us to prepare the above-named individual for a suitable career. If the above-named is no longer employed by you, please send us this form at your earliest convenience. If the above-named individual is currently employed by you, please wait for what you consider to be a reasonable time period before forwarding this evaluation to us. Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your responsible interest has helped us toward achieving that goal.

Please check all items you find applicable to the above named individual.

___Currently employed
___Fired
___Laid off
___Quit
___Willing to learn
___Quick to learn
___Slow to learn
___Requires constant supervision
___Works well independently
___Demonstrates steady improvement
___Other (Please explain)_____
_____
_____

Where applicable, please circle below: (1 - poor, 2 - below ave., 3 - ave., 4 - above ave., 5 - excellent)

Ability to handle cash	1	2	3	4	5
Acceptance of criticism	1	2	3	4	5
Appearance	1	2	3	4	5
Attitude	1	2	3	4	5
General work habits	1	2	3	4	5
Interaction with customers/patients	1	2	3	4	5
Interaction with employer(s)	1	2	3	4	5
Interaction with fellow employees	1	2	3	4	5
Maturity	1	2	3	4	5
Performance of job skills	1	2	3	4	5
Performance under stress	1	2	3	4	5

In your opinion, did the above-named individual bring adequate skills to the job? ____Yes ____No

If the above-named individual is a recent high school graduate, or currently attending high school, do you think that his/her high school training helped prepare him/her for this job? ____Yes ____No
Please explain _____

_____

_____

With regard to your employment needs, what improvements could have been made in this individual's high school preparation? _____

_____

_____

_____

What skills are required for this particular job? _____

_____

_____

What skills do you plan to teach this individual during his employment with you? _____

_____

_____

Do you plan to hire in the future? ____Yes ____No

Would you hire a high school graduate? ____Yes ____No

Would you hire a high school dropout? ____Yes ____No

Would you like to be a participating employer in a school work-experience program? ____Yes ____No

Would you be willing to participate in a seminar discussion with students to explain an employer's point of view with regard to job interview and job retention skills. ____Yes ____No

Person completing evaluation form: _____

Title: _____

JOB PLACEMENT OFFICE
Lewiston High School
156 East Avenue
Lewiston, Maine 04240
784-2371, Ext. 62

Dear Employer:

In order to provide more efficient service to local businesses and students, a job placement office has been established at Lewiston High School. This is a pilot program sponsored by the Maine State Department of Educational and Cultural Services. Cooperative technical assistance is also provided by the Job Service Division of the Maine Employment Security Commission.

To date, the response has been most gratifying. To promote a greater awareness of our activities, we are forwarding letters to area employers. We have a large number of students seeking both part-time and full-time work. They are available after school, evenings, and weekends. Many of these students are receiving vocational training in trade areas. We are also directing our efforts toward improving the job entry and job retention skills of our students. We emphasize the placement of students in jobs that have a high potential for full-time employment following graduation. We are committed to the principle that career education should be extended beyond the classroom environment and into the world or work. For your convenience, we screen all job applicants according to interests, demonstrated abilities, and backgrounds. For each job opportunity it is our policy to refer three qualified individuals for your final selection.

Mr. John Cannan, Manager, J.C. Penney, Inc., Lewiston (782-7132) and Mr. Peter Cook, Sales Manager, West Business Systems, Lewiston (784-6954) are two of the many satisfied employers with whom we have recently dealt. Please feel free to contact them for information concerning the quality of our assistance.

Should you have a present or future need for student applicants, please contact the Lewiston High School Job Placement Office between 8:00 a.m. and 4:00 p.m., Monday through Friday.

Sincerely,

/s/ James L. Larouche

James L. Larouche
Job Placement Coordinator

JLL/pjb

"AN EQUAL OPPORTUNITY EMPLOYER"

EXHIBIT V

RÉSUMÉ

Sandra Mae Nadeau
47 Spruce Street
Lewiston, Maine 04240

Career Interest: General Clerical

Telephone: 782-3981 Age: 17
Soc. Sec. #: 007-48-5242 Marital Status: Single
Date of Birth: May 5, 1959 Birthplace: Lewiston, ME.
Height: 5'3" Weight: 100 lbs. Health: Excellent

Education: Lewiston High School, Class of 1977
Business Course Student
Subjects Studied: Recordkeeping - 2 years
Business Math - 1 year
Typing I & II - 2 years
English - 4 years
APEX - 1 year

Skills: Typing - 50 words per minute
French speaking, Office Machines

Work Experience:

June 1974 - Present
L & C Cash Market
188 Park Street
Lewiston, Maine 04240
Cashier
Supervisor: Mr. Normand Labbe

Dec. 8, 1976 - January 7, 1977
Modular Curriculum Development Program
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 62
General Clerk
Supervisor: Mr. Wallace Field

Outside Interests and Hobbies: Bike riding, tennis, swimming, camping, baseball, and snowmobiling

References: Normand Labbe, Owner of L & C Cash Market
188 Park Street
Lewiston, Maine 04240 Tel: 783-0201

Robert Couturier, Lawyer
70 Pine Street
Lewiston, Maine 04240 Tel: 784-1575

Ronald Couturier, English Instructor, 1974-75
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 41

Charleyne Gilbert, Business Education Instructor
Lewiston High School
156 East Avenue
Lewiston, Maine 04240 Tel: 784-2371 Ext. 49

Please feel free to contact any of my former employers or references for further background information.

3. Local Publicity: The following exhibits demonstrate some of the local publicity the project generated during FY 76-77:

Exhibit VI: Lewiston Evening Journal (2-5-77) pg. 45

Exhibit VII: Lewiston Daily Sun (5-24-77) pgs. 46 and 47

Exhibit VIII: Lewiston Evening Journal (2-17-77) pg. 48

Exhibit IX: Lewiston Evening Journal (1-17-77) pg. 49

4. Curriculum Project: Exhibit X in this section of this proposal describes an experimental curriculum project that was conducted with a selected group of LHS freshmen students. The program was instrumental in designing and supporting the project.

5. Tri-County CETA Title I Advisory Committee: The program coordinator has been appointed to the area CETA Title I Advisory Committee. This organization is responsible for awarding O.J.T. monies to proposed job training programs. This is considered to be an important area for secondary school job placement to be involved because O.J.T. contracts are becoming increasingly oriented toward student populations.

6. Technical Assistance to Other School Systems: Frequent communication has taken place between the program and representatives of the following area schools:

a) Edward Little High School (Auburn)
b) St. Dominics Regional High School (Lewiston)
c) Oak Hill Regional High School (Wales)
d) Lisbon High School (Lisbon Falls)

Thus far, this communication has only involved the placement of students from these schools and the sharing of job opportunity information. The program will continue to encourage actual adoption of job placement techniques by these schools.

Following the workshop presentation at Ricker College in Houlton (5-26-77), the project assisted the Southern Aroostook Vocational Education (Region #2) in writing a CETA Title VI proposal for a job placement coordinator and clerk/typist.

7. General thoughts on acceptance of the project and adoption of project activities: The LHS Job Placement Office has established a good working relationship with school administrators, department heads, guidance personnel and faculty. The project coordinator has been nominated for a position as guidance counselor for the academic year 1977-78 pending certification. It is understood that the project coordinator will bring a great deal of job placement philosophy to his new position. In the capacity of guidance counselor, the project coordinator will still be giving active support to job placement activities. This can be logically viewed as an integration of Job Development, Placement and Follow-Up into the guidance sector and administrative approval of such activities. There is a tendency on the part of school administrators to view job placement services as a function of the project, as long as outside funding will emphasize the gradual adoption of job placement activities in spite of this tendency.

The pilot curriculum program for freshmen students, outlined in Exhibit VI indicates an adoption of job placement curriculum activities. The career education learning activity packages, produced by the LHS Modular Curriculum Program, have been widely utilized by classroom instructors. Some of this use was initiated by program activities. This likewise indicates a wider acceptance of career education techniques and philosophy.

The program is widely accepted as a "good thing", and support continues to grow. It is safe to assume that many job placement activities will become an integral part of the school system. The stage has been set for the adoption priorities outlined in this report. The degree to which adoption will occur is uncertain at this time, but the outlook is optimistic.

EXHIBIT X

MEMORANDUM

LEWISTON HIGH SCHOOL

To: Dr. Edwin J. Haas, LHS Principal

From: Carl Hammond, LHS American Democracy Teacher
Gregory Woodhead, LHS Consumer Education Teacher
Marguerite Ayer, LHS Guidance Counselor
James Larouche, LHS Job Placement Coordinator

Date: May 16, 1977

Re: Pilot curriculum activities with Freshmen Social Studies students

1. At the suggestion of Charles Bleakney, LHS Asst. Principal, and Geneva Kirk, LHS Social Studies D.H., the above-named individuals have undertaken the planning of curriculum units to increase the overall career awareness of LHS Freshmen students. These units are specifically designed for those students who are selecting Vocational or other programs of study that do not prepare them for academically oriented post-secondary training. To this end, the following sequence of activities has been planned, and two Freshmen course divisions (American Democracy, Period I, Carl Hammond, Teacher; and Consumer Education, Period II, Gregory Woodhead, Teacher) were chosen to implement the units on a trial basis:

   a. With the permission of Marguerite Randolph, LHS Guidance DH, Marguerite Ayer group administered the Kuder General Interest Survey to each of the two classes. This was followed by a self-scoring exercise and [illegible]ciation of a career search exercise using the booklet "Let's Explore Your Career" provided by the UMO Cooperative Extension Service (Total of 3 days).

   b. Carl Hammond and Gregory Woodhead are in the process of leading their students through a detailed career search which will end by their students having selected three areas of strong career interest. (Total of 5 days).

   c. James Larouche will survey the expressed career interests of students involved and organize a job shadowing experience for each student. This will consist of job site visits to individual local employers. Each student's visit will be closely aligned to his expressed career interest. This activity is projected for Tuesday, May 24, 1977.

2. At this time, these activities are being brought to your attention for the following reasons:

   a. On Tuesday, May 24, 1977, release time for the students in the two course divisions mentioned is required for the entire school day. This activity will be supervised in the same manner as the job shadowing experience that was conducted with the Vocational English classes of Phy[illegible]

Deringis and Raymond Lemaire on April 8, 1976. Your approval of released time for the students involved is necessary, as it was last year.

b. Attached is an original copy of a letter to be mailed to the parents of all students who are currently preparing for the job shadowing experience. It will be accompanied by a permission slip which the parents or legal guardian must sign in order for their child to participate in the May 24 activities. By having the letter cosigned by you and Mr. Kenneth Jordan, LHS Vocational Director, the pilot curriculum program will truly demonstrate a cooperative effort in planning career awareness for LHS Freshmen students who are currently preparing for possible Vocational training beginning at their Junior year.

3. It is hoped that LHS students' early exposure to career options will help to develop:

a. A better awareness of themselves (realistic interests and abilities).

b. Personal definitions of the meaning of work and an appreciation of the working environment.

c. Exposure to the values structure of adult employers.

d. Self awareness of how to plan secondary courses of study to better prepare for general career area interests.

e. The stimulation of thought concerning what may be vague tendencies to not complete their high school studies.

f. Acceptance of responsibility to follow through on activities that are partially conducted outside the classroom.

Carl Hammond
Carl Hammond
LHS American Democracy Teacher

Marguerite L Ayer
Marguerite Ayer
LHS Guidance Counselor

Gregory Woodhead
Gregory Woodhead
LHS Consumer Education Teacher

Jim Larouche
James Larouche
LHS Job Placement Coordinator

cc. Kenneth Jordan, LHS Vocational Director
Charles Bleakney, LHS Asst. Principal
Richard Gibson, LHS Asst. Principal
Marguerite Randolph, LHS Guidance D.H.
Geneva Kirk, LHS Social Studies D.H.

EXHIBIT X

LEWISTON HIGH SCHOOL
156 East Avenue
Lewiston, Maine 04240
(207) 784-2371
May 16, 1977

Dear Parent:

Lewiston High School has undertaken the planning of a Career Education unit of study for freshmen Social Studies students. During this academic quarter, the Career Education Unit is being tested with the two following course divisions:

Course	Period	Teacher
American Democracy	I	Mr. Carl Hammond
Consumer Education	II	Mr. Gregory Woodhead

The sequence is basically oriented around the following:

1. Administration of the Kuder General Interest Survey
2. Classroom career search of three most preferred career interests
3. Job shadowing experiences - individual visit to a local business for one school day to observe a career interest of the student's choice.

These activities have been planned and administered by the LHS Social Studies Department, LHS Guidance Department, and LHS Job Placement Office. It is hoped that this cooperative endeavor among Lewiston High School departments will help freshmen students in planning high school studies related to career interests, realizing the significance of staying in school, experiencing the realities of working environments, and obtaining a general awareness of various careers.

Your son/daughter is a member of one of the two classes selected for this experimental unit of study. Your permission is required in order that he/she may visit a local business during the entire school day, Tuesday, May 24, 1977.

Mailing expenses for this letter have been assumed by the Lewiston office of the Maine Employment Security Commission. After signing the attached permission slip, please have your son/daughter hand deliver it to his/her Social Studies teacher before Monday, May 23, 1977.

Sincerely,

/s/ Edwin J. Haas
Dr. Edwin J. Haas
LHS Principal

/s/ Kenneth Jordan
Kenneth C. Jordan
Vocational Director

LEWISTON HIGH SCHOOL
****

I grant permission for my son/daughter, _____ (name)
to visit a local employer for a job shadowing experience at:

_____

_____

_____

on May , 1977.

_____
(Parent/Guardian's Signature)

_____
(Date Signed)

Permission must be obtained for each visit to a local employer. This form is not for an entire school year.